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ABSTRACT

Published materials on the teaching of psychology and related behavioral sciences at the secondary level in the United States for the period from 1970 to 1981 are listed and described. Reference sources which were searched included: Psychological Abstracts, Education Index, Dissertation Abstracts International, Current Index to Journals in Education, and Resources in Education. Cited are guidelines, curricula modules, conference reports, newsletters, annotated bibliographies, position papers, educational research, curriculum guides, textbooks, course descriptions, and essays. The literature demonstrates that the period covered was a particularly decisive one in the long history of high school psychology, as it witnessed a resolution of the conflict over cognitive vs. affective curriculum concerns and marked the commitment of professional psychology to precollege psychology. During this time the American Psychological Association created its Clearinghouse on Precollege Psychology. Contributions by the Clearinghouse, including a description of its publications, are highlighted in the introduction. (RM)

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Teaching Psychology and the Behavioral Sciences in Secondary Schools: 1970 - 1981

Annotated Bibliography

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Teaching Psychology and the Behavioral Sciences in Secondary Schools: 1970 - 1981

Annotated Bibliography

ABSTRACT: An annotated bibliography of 115 entries is provided for items published from 1970 through 1981 concerning the teaching of psychology and the behavioral sciences in American secondary schools. This literature demonstrates that the period covered was a particularly decisive one in the long history of high school psychology, as it witnessed a resolution of the conflict over cognitive vs. affective curriculum concerns and as it marked the commitment of professional psychology to precollege psychology. Signal contributions to high school psychology by the American Psychological Association are highlighted.

Teaching Psychology and the Behavioral Sciences

in Secondary Schools: 1970 - 1981

Annotated Bibliography

Although psychology has been taught in American secondary schools for a hundred and fifty years, the period from 1970 to 1981 will probably prove to be the most decisive and crucial phase in the long history of this curricular area because it witnessed a resolution of the controversy over cognitive vs. affective concerns and marked the critical event of commitment by professional psychology to precollege psychology. The present bibliography provides annotations of the most important published materials on the teaching of psychology and related behavioral science at a secondary level in the United States during this remarkable period. Reference sources which were searched included the Psychological Abstracts, the Education Index, the Dissertation Abstracts International, and the ERIC Current Index to Journals in Education and Research in Education.

The period covered by the current listings was ushered in by the creation by the American Psychological Association of its Clearinghouse on Precollege Psychology. In late 1970 the Clearinghouse began publication of its own newsletter, Periodically, aimed largely at disseminating information to high school teachers of psychology. Now more aptly titled High School Psychology Teacher and issued on a regular basis five times a year, it is provided free to high school teacher affiliates of the APA and to those members of the APA who request it. The Clearinghouse not only collects and disseminates information on the teaching of psychology in secondary schools but also

maintains holdings of instructional and related materials, available for use on its Washington, D.C. premises.

Indeed, the APA has been responsible for most of the single publications of note during the period covered: Johnson's survey on "The Teaching of Psychology in United States Secondary Schools" (1976); Kasschau and Wertheimer's monograph on Teaching Psychology in Secondary Schools (1974); two highly practical books, Johnson and Wertheimer's Psychology Teacher's Resource Book: First Course (1979), a third update of the historic 1970 Oberlin Project, and Benjamin and Lowman's Activities Handbook for the Teaching of Psychology (1981). Two other noteworthy publications of the period are Fisher's edited book on Developments in High School Psychology (1974) and Radford and Rose's book on the more general subject of The Teaching of Psychology: Method, Content, and Context (1980). Nostalgia buffs were pleased by the seventh printprinting (in 1979) of that perennial favorite, the most successful textbook for high school psychology courses, Engle's Psychology: Its Principles and Applications, now co-authored by Engle and Snellgrove, with the two other most popular textbooks being CMR/Random House's Understanding Psychology (1977) and Gordon's Psychology for You (1978). Capping the period, of course, was the welcome if long-delayed appearance of the APA's Human Behavior Curriculum Project (1981), a curriculum guide for high school psychology produced under the aegis of professional psychology, aimed at making scientific psychology practical and practical experiences understandable in scientific terms.

ANNOTATED BIBLIOGRAPHY

Allen, Lyle O.; Sheets, Craig C.; and Lemke, Justin K. A Course of Study in Psychology for Grades Eleven and Twelve. Washington, D.C.: ERIC Document Reproduction Service, ED 088 757, 1973.

A curriculum for a one-semester high school psychology course combining "scientific" and "adjustment" material with the goal of improving students' ability to function in a changing society, with suggested references, teaching methods, behavioral objectives, and student activities for each of ten units of study.

American Psychological Association. Careers in Psychology. Washington, D.C.: American Psychological Association, 1980.

Describes the various careers in the field of psychology, education and training for them, and the APA and its resources.

American Psychological Association. "Checklist for a New Course in Psychology." Washington, D.C.: American Psychological Association, n.d.

Outlines the possible rationales for introducing a psychology course at a secondary level and discusses issues of the target student population, course content, teaching strategies, concerns for physical safety, ethical considerations, community resources, teacher qualifications, and available resources.

American Psychological Association. Ethical Guidelines for Teaching Psychology at the Secondary School Level. Washington, D.C.: ERIC Document Reproduction Service, ED 168 931, 1979.

Provides guidelines approved by the APA for the precollege teacher of psychology in three areas of concern: use of animals in behavior projects, use of human subjects in research and demonstrations, and ethical principles for teachers themselves.

American Psychological Association. Human Behavior Curriculum Project: Changing Attitudes, Conditioning and Learning, Language and Communication, Natural Behavior in Humans and Animals, School Life and Organizational Psychology, Social Influences on Behavior, States of Consciousness, Studying Personality. New York: Teachers College Press, 1981.

Provides eight curricular modules, each with teacher handbook with duplicating masters for class activities and coordinated student readers, as professional psychology's tardy but praiseworthy contribution to the "alphabet soup" (HBCP) of the earlier Curriculum Reform movement.

American Psychological Association. Program on the Teaching of Psychology in the Secondary School: Final Report. Washington, D.C.: ERIC Document Reproduction Service, ED 045 542, 1970.

Report of the month-long working conference at Oberlin College in 1970, during which high school psychology teachers, university psychologists, and consulting psychologists and members of related disciplines produced the first exhaustive source book for teachers of high school psychology. Surveys the current status of precollege psychology; defines the subject matter in disciplinary terms; extensively reviews textbooks, lab manuals, journals, and popular publications; discusses how to organize and teach such a course; and provides inclusive lists of available audiovisual materials, reference works, suppliers of equipment, and related professional organizations.

American Psychological Association. Teaching of Psychology Newsletter. Washington, D.C.: American Psychological Association, 1965-1974.

Newsletter published by Division Two of the APA, containing news and reports of the teaching of psychology, including activities of the Division's committee on precollege psychology.

American Psychological Association Clearinghouse on Precollege Psychology. "Activities, Ideas, and Demonstrations for the Secondary School Psychology Classroom." Washington, D.C.: American Psychological Association, 1979. (Mimeographed.)

An annotated bibliography of sixty titles, published and unpublished, together with contact information, regarding classroom activities for precollege psychology.

American Psychological Association Clearinghouse on Precollege Psychology. "General Curriculum Materials for the Secondary School Psychology Classroom." Washington, D.C.: American Psychological Association, 1979. (Mimeographed.)

An annotated bibliography of eighty-five items covering topics directly or indirectly relevant to high school psychology courses. Includes contact information for each, whether formally published materials, ERIC documents, or privately published by author or school district.

American Psychological Association Clearinghouse on Precollege Psychology. High School Psychology Teacher. Washington, D.C.: American Psychological Association. (Published five times a year.)

Newsletter published by the APA for high school teachers of psychology, with each issue covering announcements of new training workshops, materials, and curricula; a theoretical article on a single subject; and a model for a psychology activity in the classroom. (Formerly Periodically.)

American Psychological Association Clearinghouse on Precollege Psychology. Teaching of Psychology in the Secondary School: Research Studies 1964-1971; Teaching of the Behavioral Sciences in the Elementary School. Selected Bibliographies. Washington, D.C.: ERIC Document Reproduction Service, ED 052 074, 1971.

Extensive selected bibliographies on the teaching of psychology at both the elementary and the secondary levels from the mid-1960's to the early 1970's, with twenty-four of the entries being recent publications at a secondary level.

Anderson, Randall C. Behavioral Sciences in Secondary Schools: An Inquiry-Oriented Interdisciplinary Approach to the Human Behavioral Sciences in the Social Studies. Washington, D.C.: ERIC Document Reproduction Service, ED 113 257, 1975.

Reports trends in high school behavioral science curriculum development and teaching strategies.

Bare, J. K. Psychology: Where to Begin. Washington, D.C.: American Psychological Association; Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education, 1971.

A position paper regarding the debate over the proper goals of high school psychology.

Barsky, Peter D. "Individual Research Projects in High School Psychology." Cited in Psychological Abstracts 55 (February 1976):324.

Discusses nine examples of individual research projects for high school psychology students and considerations for undertaking them.

Bath, John A. "Employment Experiences of Young, Recently Certified High School Teachers of Psychology." Cited in Psychological Abstracts 64 (July 1980):217.

Describes a survey which found that few positions are available for high school teachers of psychology, with most teaching general social science or having gone into related fields.

Beatty, Florence. "The New Model Me." American Education 13 (January-February 1977):23-26.

Report of a curriculum in affective education designed to promote realistic problem-solving, clarify values, and reduce behavior problems at a secondary level, developed by ESEA grants in Ohio and in use nationally.

Beck, Clive. "Developing Curriculum for Value Education in the Schools." Counseling Psychologist 6 (1977):30-32.

Position paper arguing for including value education and the study of practical psychology in the curriculum, with related description of such a program in the Ontario public schools, where this subject matter is integrated into other relevant courses.

Benjamin, Ludy T. "What to Do with an Equipment Budget of $75." Cited in Psychological Abstracts 61 (April 1979):945.

Presents ideas for designing low-cost equipment for visual perception experiments in the psychology classroom.

Benjamin, Ludy T.; Fawl, Clifford L.; and Klein, Marty. "The Fair--Experimental Psychology for High School Students." American Psychologist 32 (December 1972):1097-98.

Discusses a one-day college psychology fair held for high school students and their teachers as an educational device which can present the scientific aspects of psychology to temper the typical "life adjustment" emphasis of most high school psychology courses.

Benjamin, Ludy T., Jr., and Lowman, Kathleen, eds. Activities Handbook for the Teaching of Psychology. Washington, D.C.: American Psychological Association, 1981.

Presents eighty-eight experimental/demonstration activities grouped into eight subject-matter areas, designed for use in secondary school psychology classes, most of which do not require extensive apparatus.

Bensalem Township School District, Cornwells Heights, Pennsylvania. Psychology. Washington, D.C.: ERIC Document Reproduction Service, ED 051 214, n.d.

Curriculum guide for a discipline-centered high school elective in psychology, undated but apparently from the 1970-71 time period, and divided into twelve subject-matter areas of a traditional nature.

Berger, M. Frances Loretta. "Young Adult Books with Psychological and Sociological Content." Catholic Library World 50 (October 1978):112-18.

An annotated list of "junior novels" with psychological and sociological content, for school use.

Bernier, Joseph E., and Rustad, Kenneth. "Psychology of Counseling Curriculum: A Follow-Up Study." Counseling Psychologist 6 (1977):18-22.

Describes an elective trimester class in the psychology of counseling for Minneapolis high school juniors and seniors, with the goal of promoting personal growth via a combined seminar and practicum technique.

Cameron, Samuel M. "Teaching Psychology in the High School: Symposium Presented at the Eastern Psychological Association: Symposium Overview." Cited in Psychological Abstracts 55 (February 1976):324.

Describes a symposium on ways in which the high school psychology teacher can acquaint colleagues with his/her subject and become more involved in professional activities.

Chiosso, Edward Thomas. "A High School Curriculum in Interpersonal Relations: A Deliberate Psychological Education Intervention." Ph.D. dissertation, University of Minnesota, 1976. Dissertation Abstracts International 37 (No. 6):3372-A.

Report of a study evaluating the effects of an interpersonal relations elective psychology course for high school juniors and seniors, with no significant changes found.

Christiano, John M. "Setting Up a High School Psychology Laboratory." Cited in Psychological Abstracts 55 (February 1976):325.

Describes a high school psychology laboratory for both human and animal experiments and discusses space requirements, administrative attitudes, apparatus, and use of student lab assistants.

CMR/Random House. Understanding Psychology. New York: Random House, 1977.

Second-most-popular textbook intended for introductory course(s) in high school psychology, covering traditional areas of the discipline and practical personal applications of psychological principles; a by-product of Psychology Today.

Cognetta, Philip. "Deliberate Psychological Education: A High School Cross-Age Teaching Model." Counseling Psychologist 6 (1977):22-25.

Describes a senior high school curriculum elective which places the counselor in the new role of "psychological educator." Used the Moser and Sprinthall curriculum and had senior high school students teach middle school students twice a week, as well as engage in a seminar and readings, with the goal of "primary prevention through the curriculum."

Croll, William, and Moskaluk, Shiela. "Should Flesch Counts Count?" Cited in Psychological Abstracts 62 (October 1979):986.

Reports a study comparing Flesch readability rates and human interest scores with student ratings for ten introductory textbooks, with perfect correlation between Flesch readability and student interest scores.

Dambrot, Faye H., and Popplestone, John A. "High School Psychology Revisited: Student Performance in a College-Level Psychology Course." Journal of School Psychology 13 (Summer 1975):129-33.

Report of a study which demonstrated no differences in achievement in a college-level general psychology course between students who had previously completed a high school psychology course and those who had not had such a course, with two explanations advanced: (1) poor preparation to teach psychology in high school teachers assigned to the course, and (2) undue stress in high school psychology courses on "life adjustment," which overlaps little with college-level content.

Darien Public Schools, Connecticut. Introducing Psychology. Washington, D.C.: ERIC Dcoument Reproduction Service, ED 065 440, 1971.

Curriculum for a one-semester introductory psychology course for high school juniors and seniors, aimed at nelping more capable students to develop an understanding of human nature, with five units of three weeks' duration each on "scientific" aspects of psychology.

Elam, Georgia, and others. Child Development Curriculum Guide: Basic and Semester Units. Draft. Washington, D.C.: ERIC Document Reproduction Service, ED 090 404, 1972.

Child development curriculum which is part of a consumer and homemaking education course of study, with a short (six weeks) "basic" unit for ninth graders and a longer (eighteen weeks) "semester" unit for those in grades ten through twelve.

Engle, T. L. Teaching Psychology in the Secondary Schools: A /sic/ Historical Background. Washington, D.C.: ERIC Document Reproduction Service, ED 137 189, 1976.

Reports on the growth of precollege psychology and changes in curriculum, teacher preparation, and professional psychological involvement.

Engle, T. L., and Snellgrove, Louis. Psychology: Its Principles and Applications. New York: Harcourt Brace Janovich, 1979.

Seventh edition of Engle's classic high school psychology textbook, discipline-based but relevant in applications to the everyday world; the most popular textbook in use in high school psychology courses.

Erickson, V. Lois. "Deliberate Psychological Education for Women." Counseling Psychologist 6 (1977):25-29.

Describes a "psychological growth curriculum" for high school sophomore females in a one-quarter course, with seminars and field experience in interviewing of women and girls, focusing on "women's issues."

Ferguson, Gloria E., and others. Family Living, Personal Culture, Child Development /and/ Careers in Home Economics. Career Development Project. Washington, D.C.: ERIC Document Reproduction Service, ED 107 784, 1972.

Presents four "minicourses" (length varies from six to twelve weeks) on family living, personal culture, child development, and home economic careers, aimed at seventh to ninth graders.

Fink, Alan Marvin. "Application of Social Learning Principles to a High School Psychology of Adjustment Curriculum: Effects of Extra-Classroom Behavior." Ph.D. dissertation, University of Minnesota, 1973. Dissertation Abstracts International 34 (No. 5):2302-B.

Describes an eleven-week curriculum in the principles and application of social learning theory as part of a high school course in the psychology of adjustment, aimed at primary prevention, but with only "equivocal" support found for the hypothesized improved adjustment.

Fisher, Harwood. "Graduate Training for Precollege Teachers of Psychology." Psychology in the Schools 9 (July 1972):321-25.

Suggests reasons for the increasing demand for high school psychology courses and cites teacher preparation needs.

Fisher, Harwood, ed. Developments in High School Psychology. High School Behavioral Science Series, vol. 1. New York: Behavioral Publications, 1974.

Lengthy and detailed presentation of history, status, and issues of precollege psychology, with several of the articles in this edited book having been previously printed or presented elsewhere. Offers somewhat more original material in its section on proceedings of conferences and workshops on high school psychology, with analyses and critiques.

Frye, Evelyn McCrary. "A Study of the Effects of a High School Psychology Course in Counseling on the Self-Concepts and Interpersonal Skills of Adolescents." Ph.D. dissertation, George Peabody College for Teachers, 1976. Dissertation Abstracts International 37 (No. 8):4982-A.

Reports a study to measure the effects of a one-semester secondary school course designed to teach counseling skills to juniors and seniors, with positive changes in self-concepts and interpersonal effectiveness resulting.

Geller, Lotte R. "Developmental Psychology in the Secondary School: A Relevant Course for High School Students." Science Teacher 42 (April 1975): 15-17.

Description by a "life science" teacher of the rudimentary beginnings of psychology courses in a Philadelphia public school and a Manhattan private school, with positive student interest displayed in both secondary situations.

George, Robert C. "A New Approach to High School Psychology." Social Studies 64 (January 1973):20-25.

Report by a Massachusetts high school social studies teacher on a "relevant" psychology course he developed, combining historical material, psychological theory, and sociological data with meaningful personal activities for the students.

Gillen, Barry. "Readability and Human Interest Scores of Thirty-Four Current Introductory Psychology Texts." American Psychologist 28 (November 1973):1010-11.

Rates thirty-four introductory psychology textbooks for readability (Flesch formula) and for human interest (teacher and student ratings), noting that the reading ease of such texts has not changed appreciably over two decades.

Gordon, Sol. Psychology for You. New York: Oxford Book Co., 1978.

Third-most-popular textbook in high school psychology, intended for a one- or two-semester course, and combining the scientific side of psychology with topics which are relevant to students and which focus on personal applications.

Gould, Edward; Jeter, Howard P.; and Cook, Alvin. "High School Students as Social Scientists." Professional Psychology 3 (Summer 1972):251-58.

Report by a psychologist, a high school teacher, and a high school student on experimental courses in psychology (electives for juniors and seniors), in which students learned to use social science research skills with topics relevant to them (drugs and racism).

Graff, Robert W., and Beggs, Donald L. "Personal and Vocational Development in High School Students." Journal of School Psychology 12 (Spring 1974):17-23.

Report of a study to test whether a high school psychology course of sixteen weeks' duration in positive personal and vocational adjustment could improve the "mental health" and "vocational maturity" of students, with positive results found.

Greenstone, James L. The Curriculum Guide: High School Psychology. Washington, D.C.: ERIC Document Reproduction Service, ED 123 174, 1975.

Curriculum combining discipline-based and "life adjustment" subject matter organized into ten content areas.

Guise, Carolyn, and Penprase, Teresa. "Psychological Literature: Human Behavior in the English Class." English Journal 63 (February 1974):72-75.

Report by the teachers who developed it of an elective high school English course on psychological literature, with the three major sections of the basic principles of psychology, personality disturbances, and the psychology of the artist.

Hampton, John D., and others. High School Psychology in Oklahoma: 1972. Washington, D.C.: ERIC Document Reproduction Service, ED 090 133, 1973.

Describes the 1972 status in one state of precollege psychology as to prevalence, content, textbooks, and teaching methodology.

Hazlett, Mildred E. "Animal Behavior--the Lure and Lore of the Wild." Science Teacher 43 (October 1976):18-20.

Description by the teacher who developed it for the biology curriculum of an elective nine-week course for students in grades ten through twelve, covering behavioral and social patterns of animals.

Hedstrom, J. E. Selective Bibliographies in Behavioral Sciences Resources. Washington, D.C.: ERIC Document Reproduction Service, ED 150 030, 1977.

Bibliography intended for behavioral science courses at grades ten through twelve, listing textbooks, readings, simulation activities, audiovisual resources, and organizations and ERIC documents as teacher resources.

Hoffman, Dennis. "Teaching Self-Understanding for Productive Living." NASSP Bulletin 57 (February 1973):74-79.

Presents a high school course in "motivation," as described by the health teacher who teaches it, and stresses its application to modifying maladaptive adolescent behavior.

Hurley, James T.; Mossman, Gregory C.; and Harvey, Darrell. "A Program for Junior High Psychology." School and Community 59 (October 1972):18.

Outlines the subject matter and objectives of a junior high school (eighth grade) psychology course in which advanced high school psychology students are used as teaching assistants, and which stresses the application of experimental methodology.

Illinois State University at Normal. Summer Institute in Social Science Methodology: Sociology, Psychology, and Political Science for High Ability High School Students: Final Report. Washington, D.C.: ERIC Document Reproduction Service, ED 087 672, 1973.

Describes a six-week summer program designed to introduce secondary school students of high ability to the social science disciplines, during which students also heard guest lecturers and engaged in independent research projects.

Johnson, James M., ed. Instruction Strategies and Curricula for Secondary Behavioral Sciences. Washington, D.C.: ERIC Document Reproduction Service, ED 090 064, 1973.

Description of a workshop for teachers and teacher-trainees of secondary behavioral sciences held to review curriculum areas and teaching methods.

Johnson, Margo. "The Teaching of Psychology in United States Secondary Schools." Washington, D.C.: American Psychological Association, 1976. (Mimeographed.)

Discusses the polarization of the curriculum in high school psychology, most popular textbooks, the place of psychology in the high school curriculum, its teachers and their assignments and training, and more recent efforts by the APA at professionalizing the presentation of psychology at a high school level.

Johnson, Margo, and Wertheimer, Michael, eds. Psychology Teacher's Resource Book: First Course. Washington, D.C.: American Psychological Association, 1979.

Third and current edition of material originating from the 1970 Oberlin project, containing updated reviews of introductory textbooks, books of readings, and laboratory manuals; listings of periodicals, high-interest supplemental readings, audiovisual and reference materials, and instruments and supplies; addresses of organizations; and new chapters on organizing the course and on ethical guidelines.

Jones, Quana R., and Berry, Franklin M. The Status of Psychology in Georgia's Public Schools. Washington, D.C.: ERIC Document Reproduction Service, ED 090 134, 1973.

Describes high school psychology in one state in terms of prevalence, teacher preparation and certification, and general emphases.

Kasschau, Richard A. "On Cautions and Help: Some Comments." Cited in Psychological Abstracts, 55 (February 1976):315.

Discusses informational resources available from the APA for high school teachers of psychology.

Kasschau, Richard A. A Rationale for the Teaching of Psychology in the High Schools. Washington, D.C.: ERIC Document Reproduction Service, ED 186 344, 1979.

Presents four premises of the rationale for teaching psychology in the high school, reasons for its increasing popularity, characteristics of the NSF-funded Human Behavior Curriculum Project, and issues in teacher preparation.

Kasschau, Richard A., and Wertheimer, Michael. Teaching Psychology in Secondary Schools. Washington, D.C.: American Psychological Association; Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Studies Education, 1974.

Provides a brief but thorough compendium of the history of psychology as a secondary school subject, including recent trends; of the polarization between discipline-centered and "life adjustment" philosophies, goals, and curriculum materials; of a useful synthesis at a precollege level; and of a status report and recommendations regarding teacher qualifications.

Kirk, Daniel. High School Psychology. Washington, D.C.: ERIC Document Reproduction Service, ED 170 223, 1978.

Decries the inadequate professional preparation of high school psychology teachers and the reasons for this state of affairs, notes the tendency toward an either-or curriculum of scientific or personal adjustment emphasis, and proposes remedies for both situations.

Krantz, Shelley R. "The Impact of Experiential Education." Media & Methods 14 (September 1977):34-35, 122-23.

Report by a California high school teacher of "English, theater, history, and psychology" on two very naive attempts at "experiential education" (on subjects of violence and of prejudice), which at least could serve as examples of how-not-to-do-it.

Ladwig, Richard, and McConnell, Spero. Social Studies: Introduction to Psychology. Washington, D.C.: ERIC Document Reproduction Service, ED 061 147, 1971.

Curriculum in psychology for high school students in Dade County (Miami), Florida, where the course is part of the "Quinmester Program" (five nine-week periods).

Langer, Philip. Round Two: A Modularized/Individualized Secondary Educational Psychology Course. Washington, D.C.: ERIC Document Reproduction Service, ED 091 294, 1974.

Expansion of a trial 1972 version of a high school psychology curriculum, with twelve subject-matter areas articulated into ninety-seven modules, each with sets of objectives.

Lippitt, Ronald. Social Psychology: A Resource for Elementary and Secondary Education. Washington, D.C.: ERIC Document Reproduction Service, ED 103 286, 1975.

Conceptual framework and a "tool kit" of available resources to link educators with social psychology, provided by one of the leading figures in the latter field.

Long, Joetta Jean. "The Development of a Learning Package for Future Parents: A Behavioral Child Management Course for High School Students." Ph.D. dissertation, Florida State University, 1975. Dissertation Abstracts International 36 (No. 8):4137-B.

Report of a behaviorally oriented child management course in a university-affiliated school, used with juniors and seniors, with results showing inadequate application (to a laboratory situation with kindergarteners) of classroom knowledge.

Martin, Bettye H. "An Investigation of the Effect of the Structured Overview on Achievement Scores of a Psychology Unit Test for Eleventh and Twelfth Grade Female Students." Ed.D. dissertation, University of New Orleans, 1977. Dissertation Abstracts International 38 (No. 6):3253-A.

Reports a study of the results of providing a structured overview of course content on the achievement of junior and senior girls enrolled in a psychology course in an all-girl high school, with no significant effects found.

McFadden, Hugh B., and Pasewark, Richard A. "High School Psychology in the Rocky Mountain Region." Journal of School Psychology 8 (Winter 1970): 306-10.

Survey of the status of precollege psychology in a five-state area, concentrating on prevalence of the course and teacher preparation, and concluding that course content and teacher qualifications are woefully substandard.

McKeachie, Wilbert J. "Proceedings of the American Psychological Association, Incorporated, for the Year 1969: Minutes of the Annual Meeting of the Council of Representatives." American Psychologist 25 (January 1970):13-37.

Report to the membership at large of the actions of its elected Council of Representatives, with this particular set of minutes containing the action which established a formal commitment on the part of the APA to upgrade precollege psychology.

Medway, Frederic J., and Elkin, Victor B. "Psychologist-Teacher Collaboration in Developing and Team-Teaching High School Psychology Courses." Psychology in the Schools 12 (January 1975):107-12.

Describes two high school psychology courses developed cooperatively by a psychologist, guidance counselors, and teachers. One course emphasized traditional material plus relevant content about personal adjustment and interpersonal relations, while the other focused on community psychology, with both didactic and practical phases.

Miller, John P. "Piaget, Kohlberg, and Erikson: Developmental Implications for Secondary Education." Adolescence 13 (Summer 1978):237-50.

Reviews theories of Piaget, Kohlberg, and Erikson in relation to education and adolescence and discusses applications in the Mosher and Sprinthall curriculum for a secondary school psychology course.

Missouri State Department of Education. Career Development Guide: Grades 9-12. Washington, D.C.: ERIC Document Reproduction Service ED 106 637, 1973.

Curriculum guide based on the Career Conscious Individual Career Education Model, utilizing an integrated course of study combining social studies and psychology with relevant aspects of English, business education, economics, contemporary issues, and physical education.

Montgomery County Public Schools, Rockville, Maryland. Course of Study for the High School Psychology Elective. Working Copy. Washington, D.C.: ERIC Document Reproduction Service, ED 056 951, 1971.

Draft of a proposed curriculum for a secondary course in psychology, with seven major units on discipline-centered topics.

Montgomery County Public Schools, Rockville, Maryland. High School Psychology Elective. Washington, D.C.: ERIC Document Reproduction Service, ED 113 238, 1974.

Final form of a curriculum for a high school psychology course, with extensive modules within each of the seven major units, with each module carefully structured around central principle, key terms, instructional objectives, activities, normal-abnormal continuum, evaluation exercises, and references. Of particular interest because the curriculum was developed over a two-year period by a group composed of high school teachers and students, practicing psychologists, and curriculum specialists.

Morris, Charles J. "Choosing a Text for the Introductory Course." Cited in Psychological Abstracts 64 (October 1979):989.

Deplores the usual casual manner of textbook selection and makes suggestions for more deliberate textbook choice.

Mosher, Ralph L. Objectives of Training Programs for Secondary School Teachers of Psychology. Washington, D.C.: ERIC Document Reproduction Service, ED 070 682, 1971.

Lists major objectives of training for high school teachers of psychology as: subject mastery, developing the ability to help students apply and personalize psychological principles, pedagogical skills, knowledge of adolescent growth and behavior, and learning to develop and evaluate the curriculum in psychology.

Mosher, Ralph L., and Sprinthall, Norman A. "Psychological Education in Secondary Schools: A Program to Promote Individual and Human Development." American Psychologist 25 (October 1970):911-24.

Presents a high school psychology curriculum as a program in affective education, later to serve as the basis for many such other attempts.

Parrot, George. Course Outlines for High School Psychology. Washington, D.C.: ERIC Document Reproduction Service, ED 059 959, 1970.

Collected course outlines for secondary school psychology in California, with accompanying list of relevant films.

Przeklasa, Anthony. "Behavioral Sciences for Freshmen and Sophomores." Clearinghouse 49 (March 1976):303.

Secondary behavioral science course for ninth and tenth graders which emphasizes the integration of social studies, psychology, and sociology skills; an overview of the behavioral sciences; and method, especially that of inquiry.

Psychology Today Magazine. New York: Ziff-Davis Publishing Company. (Published monthly.)

Commercial magazine dealing with psychological material in a popularized manner; has become the single most-used "outside reading" source in high school psychology courses.

Quarter, Jack J., and Laxer, Robert M. "A Structured Program of Teaching and Counseling for Conduct Problem Students in a Junior High School." Journal of Educational Research 63 (January 1970):229-31.

Report of a junior high school program for disruptive students, conducted by school counselors, utilizing seminar presentation of material on frustration and aggression theory, in an attempt to alter students' behavior, with no difference found between experimental and control groups.

Quereshi, M. Y., and Sackett, Paul R. "An Updated Content Analysis of Introductory Psychology Textbooks." Cited in Psychological Abstracts 62 (October 1979):990.

Replication and extension of factor analytic study of textbook content, with suggestions for use in textbook selection.

Radford, John, and Rose, David. The Teaching of Psychology: Method, Content, and Context. New York: John Wiley, 1980.

Book on various aspects of teaching psychology, focusing almost exclusively on the college level, but with passim references to secondary school psychology and extensive bibliographies on the general topic of teaching psychology.

Rappaport, Julian, and Sorensen, James. "Teaching Psychology to 'Disadvantaged' Youth: Enhancing the Relevance of Psychology through Public Education." Journal of School Psychology 9 (Summer 1971):120-26.

Presents a curriculum based on a learning or "psychobehavioral" perspective and teaching methods tailored to a "disadvantaged" group of students in a summer "Upward Bound" project in Illinois, as taught by school psychologists.

Rest, James R. "Comments on the Deliberate Psychological Education Programs and the Toronto Moral Education Programs in Secondary Education." Counseling Psychologist 6 (1977):32-34.

Notes emphasis on Kohlberg in both programs but points out that theories of personal development are themselves inadequately formulated and that research in these programs is too tentative to support any firm conclusions.

Ross, Robert J. "A Conceptual Program for High School Psychology." Psychology in the Schools 9 (October 1972):418-22.

Presents ideas for the curriculum of a high school psychology course which combines the discipline-centered content recommended by psychologists and the personal-problems orientation favored by teachers.

Rustad, Ken, and Rogers, Charlotte. "Promoting Psychological Growth in a High School Class." Counselor Education and Supervision 4 (June 1975): 277-85.

Describes a curriculum of and results of research with a primary prevention model (not remedial) designed to promote personal growth of students via teaching of simple counseling skills.

Salmon, Shirley, and Glassberg, Sally. "Behavioral Evaluation as a Means of Analyzing Student Progress in Psychological Education." School Counselor 23 (November 1975):91-98.

Describes a child development practicum at a secondary level in which formal learning theories (Piaget, Kohlberg, Erikson) are coupled with regular field experience with specific behavioral objectives.

Schoeppe, Aileen. "Teaching Psychology and the Behavioral Sciences in the Schools: 1966-1970 Supplementary Bibliography." Journal of School Psychology 9 (Fall 1971):303-9.

Extension of a bibliography developed for a conference of high school psychology teachers held at New York University in 1969, with over 130 references of direct or indirect application in this supplement.

Schumacher, Gary M. Colleges Revisited: Programs for the Preparation of High School Psychology Teachers. Washington, D.C.: ERIC Document Reproduction Service, ED 086 625, 1973.

Describes the diversity in various college programs offering to prepare teachers in high school psychology but notes a general tendency for these programs to be weighted increasingly in a scientific approach.

Snellgrove, Louis. Survey of Precollege Psychology--U.S.A.--1973. Washington, D.C.: ERIC Document Reproduction Service, ED 092 434, 1973.

Reports the results of a nationwide survey of precollege psychology, including characteristics of the high school offering such a course, teacher preparation and role, and professional affiliation and awareness.

Sprinthall, Norman A. A Curriculum for Psychological Development: Learning Psychology by Doing Psychology. Washington, D.C.: ERIC Document Reproduction Service, ED 072 362, 1972.

Answers the perceived problem of the failure of the schools to promote students' healthy psychological growth by proposing a curriculum involving peer counseling, cross-age teaching, and nursery school work.

Sprinthall, Norman A. "A Curriculum for Secondary Schools: Counselors as Teachers for Psychological Growth." School Counselor 20 (May 1973):361-69.

Reports a three-year project in "psychological education" which tried but abandoned direct teaching of the principles of child and adolescent development and a T-group approach, for an "experienced-based" curriculum (practicum and seminar) in peer counseling, plus components on child development and educational psychology.

Sprinthall, Norman A. Learning Psychology by Doing Psychology: A High School Curriculum in the Psychology of Counseling. Washington, D.C.: ERIC Document Reproduction Service, ED 093 772, 1973.

Describes a high school psychology course which combines a seminar and a practicum (peer counseling) in developing "listening skills and empathy responses."

Sprinthall, Norman A. "A Program for Psychological Education: Some Preliminary Issues." Journal of School Psychology 9 (Winter 1971):373-81.

Argues that the major issue for program development in psychological education is arriving at an adequate theory of personal developmental stages and tasks.

Sprinthall, Norman A. "Psychology for Secondary Schools: The Saber-Tooth Curriculum Revisited?" American Psychologist 35 (April 1980):336-47.

Further argument against a discipline-centered curriculum and for "deliberate psychological education," but concluding with the admission that neither approach is adequate alone and calling for the inclusion of both in the high school psychology curriculum.

Sprinthall, Norman A., and Erickson, V. Lois. "Learning Psychology by Doing Psychology: Guidance through the Curriculum." Personnel and Guidance Journal 52 (February 1974):396-405.

Report of two examples (peer counseling and female consciousness-raising) of a deliberate psychological curriculum which yielded positive changes in the participants, using school counselors in these attempts at affective education.

Stahl, Robert J. The Data Base for the Study of Pre-College Psychology in Florida: 1970-71 and 1972-73. Washington, D.C.: ERIC Document Reproduction Service, ED 096 209, 1974.

Provides an extensive (and somewhat "padded") bibliography on precollege psychology, details the questionnaire used in the Florida survey, and comments on availability, quality, and visibility of teaching materials.

Stahl, Robert J. Innovation or Renovation? Lecture, Commentary, and Discussion in the Precollege Psychology Classroom. Washington, D.C.: ERIC Document Reproduction Service, ED 130 940, 1976.

Highlights the discrepancy between methods advocated and those actually practiced in teaching precollege psychology.

Stahl, Robert J. Meeting the Needs of Precollege Psychology Students: Who Comes Closest: Humanistic or Behavioristic Teachers? Washington, D.C.: ERIC Document Reproduction Service, ED 152 742, 1978.

Reruns his 1976 review of the literature on psychology in the secondary curriculum, analyzes its current status, and reports on studies in two states showing that there is almost no difference between "humanistic" and "behavioristic" courses, so that neither surpasses the other in meeting students' stated needs.

Stahl, Robert J. The Status of Precollege Psychology in Florida from 1970-71 through 1974-75: A Report of a Longitudinal Study. Washington, D.C.: ERIC Document Reproduction Service, ED 147 214, 1976.

Repeats his review of the literature on precollege psychology, notes the trend toward increasing prevalence of high school psychology, and reports on the interrupted career of the APA's NSF-funded Human Behavior Curriculum Project.

Stahl, Robert J. The Status of Precollege Psychology in Mississippi: The Final Report of a Survey Study in 1975-76. Washington, D.C.: ERIC Document Reproduction Service, ED 155 091, 1977.

Reports on a survey of the status of precollege psychology in the state of Mississippi, including typical subject matter, textbooks, and teacher preparation, and reviews the literature on precollege psychology in general.

Stahl, Robert J. The Status of Precollege Psychology in Mississippi and Florida: A Comparative Report. Washington, D.C.: ERIC Document Reproduction Service, ED 142 499, 1977.

Reports on the similarities (types of students, reasons for taking the course, subject matter) and differences (incidence, availability of material) between precollege psychology courses in two southern states.

Stahl, Robert J., ed. High School Psychology in the United States and Canada: An Anthology of Recent Status Reports. Washington, D.C.: ERIC Document Reproduction Service, ED 096 208, 1974.

Presents results of surveys in six states and one province, notes disparities in reporting methods, and proposes a national questionnaire, needed because of the APA's Human Behavior Curriculum Project, which will be a sort of national curriculum.

Stahl, Robert J., and Casteel, J. Doyle. The 1970-71 Study on the Status of Precollege Psychology in the State of Florida: Final Report. Washington, D.C.: ERIC Document Reproduction Service, ED 073 026, 1972.

Complete report of the 1970-71 survey of precollege psychology in one state in terms of raw data, trends, and needs

Stahl, Robert J., and Casteel, J. Doyle. Status of Pre-College Psychology in the State of Florida during 1970-71 and 1972-73, A Comparative Report. Washington, D.C.: ERIC Document Reproduction Service, ED 087 651, 1973.

Reports similarities in the status of high school psychology in one state over a three-year period and notes continuing needs for definition of content and instructional practices; decisions about the grade level at which the course is to be taught and related relevance of texts, materials, and objectives; and requirements of teachers as related to the two prior considerations.

Stahl, Robert J., and Hamami, Fersun. Some Odds and Ends Relevant to Pre-College Psychology in Florida: A Collection of Tidbits. Washington, D.C.: ERIC Document Reproduction Service, ED 137 206, 1974.

Related "tidbits" of minor interest involved with material more fully covered in other papers.

Stahl, Robert J., and Hronek, Pamela. High School Psychology: Bibliography, Newsletters, Facts and Figures. Washington, D.C.: ERIC Document Reproduction Service, ED 196 775, 1980.

Provides a bibliography of precollege psychology textbooks, a collection of newsletters and "historical correspondence" of the National Council for the Social Studies Special Interest Group of Psychology Educators, and the complete tabular results of a comparative study of teachers in various certification areas as summarized elsewhere.

Stahl, Robert J.; Hronek, Pamela; and Matiya, James. A Comparison of High School Psychology Courses Taught by Social Studies, Guidance Counselors, and Other Area-Certified Teachers. Washington, D.C.: ERIC Document Reproduction Service, ED 196 759, 1980.

Reports results of an Illinois survey showing no difference in course content, teaching methods, and meeting student expectations in precollege psychology courses taught by teachers from various certification areas and describes the current status of precollege psychology in the nation as a whole.

Stahl, Robert J.; Hunt, Blanche Sherman; and Matiya, James C. "Humanism and Behaviorism: Is There Really a Difference?" Educational Leadership 38 (December 1980):230-31.

Condensation of Stahl's previous work, showing no real differences between "humanistic" and "behavioristic" high school psychology courses, as so labeled by their respective teachers in three states, and pointing out that therefore such labels are deceptive and dysfunctional where decisions regarding curriculum and instructional practices are concerned.

Stahl, Robert J.; Matiya, James C.; and Hunt, Blanche Sherman. Humanistic and Behavioristic Teachers on the Precollege Level: A Second Report on the Non-Existent Differences between Them. Washington, D.C.: ERIC Document Reproduction Service, ED 166 101, 1978.

Reports a study of high school psychology courses whose content was considered either "humanistic" or "behavioristic" by their respective teachers, with negligible differences found.

Wertheimer, Michael. High School Psychology: Stepchild or Offspring? Washington, D.C.: ERIC Document Reproduction Service, ED 070 729, 1972.

Reviews the beginnings of high school psychology as developing outside of "legitimate psychology," notes its passage through a "stepchild" status, and hopes that it is now considered a legitimate "offspring" of professional psychology.

White, Kathleen M.; Marcuella, Henry; and Oresick, Robert. "Psychology in the High Schools." Cited in Psychological Abstracts 65 (January 1981): 217.

Shows by survey of Massachusetts high schools that psychology has become increasingly popular and makes suggestions for teacher preparation and improvement.

Zunino, Natalia. "The Teaching of Psychology in American High Schools: What's Happening?" Social Education 38 (March 1974):256-59.

Presents an overview of others' studies to describe the characteristics of high school psychology on a national basis, including type of curriculum and teaching methods, student population, duration of the course, and departmental affiliation.